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CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The design of this research was correlation in explanatory research design. According to Creswell (2012) “an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other.” Both variables were the students’ intrinsic motivation and their speaking ability. The students’ intrinsic motivation was variable X (independent variable) and their speaking ability was variable Y (dependent variable).

B. The Location and time of the Research

This Research was conducted in Islamic Senior High School Darul Hikmah Pekanbaru, on March- April, 2017 in academic year 2016/2017. It was located on Jl. Manyar Sakti, Panam Pekanbaru.

C. Subject and Object of the Research

1. Subject of the study

The subject of this research was the second year students of Islamic Senior High School Darul Hikmah Pekanbaru in academic year 2016-2017.

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2. Object of the Research

The object of the research was the correlation between students' intrinsic motivation and their speaking ability of second grade at Islamic Senior High School of Darul Hikmah Pekanbaru.

D. Population and sample of the study

1. Population of the Research

According to Creswell (2012) "population is a group of individuals who have the same characteristic". There were 186 students of second year of Islamic Senior High School Darul Hikmah Pekanbaru consisting of male and female students. The population of the research was students at second year of Islamic Senior High School Darul Hikmah. Total numbers of the students as follow:

Table III. I
The Total Population of the Second Year Students of Islamic Senior High School Darul Hikmah Pekanbaru

| No | Class | Total |
|--------------|---------|--------------------|
| 1. | IPA 1 | 22 female students |
| 2. | IPA 2 | 22 female students |
| 3. | IPA 3 | 21 male students |
| 4. | IPS 1 | 33 female students |
| 5. | IPS 2 | 31 male students |
| 6. | AGAMA 1 | 31 female students |
| 7. | AGAMA 2 | 26 male students |
| Total | | 186 students |

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2. Sample of the Research

The researcher used simple random sampling technique to take sample of this research. Each student had the same opportunities to be a sample of this research. According to Creswell (2012), for correlational study it needs about 30 participants that relate variables. So the researcher took about 30 students focusing on female students. The reasons why the researcher took female students are: the school did not allow the researcher to mix both male and female students in classroom and the time to conduct the research was limited. So, the teacher suggested the researcher to take only female students.

Moreover, according to research finding from Zaynep (2003) indicate that female students have higher motivation than the male ones in the following factors: attitudes towards (the British, motivational intensity, attitudes towards learning English and languages in general, integrative attitude and attitudes toward the English teacher). From the research finding above it can be inferred that female students have higher motivation that the male students in learning language. Meanwhile, it was appropriate to take female students in this research.

E. Technique of Collecting the Data

In this research, there are two kinds of technique used for collecting the data, they were:

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1. Questionnaire

According to Anderson (2015), “a questionnaire permits the collection of reliable and reasonably valid data in a simple, cheap and timely manner”. A questionnaire is a data collection instrument consists of a series of questions and other prompts for the purpose of gathering information from respondent

In this research, the researcher used questionnaire to measure students’ intrinsic motivation or variable X. The questionnaire was adopted from AMTB (Attitude/ Motivation Test Battery) by Gardener. It made based on the indicators of students’ intrinsic motivation dividing into 3 aspects; desire, effort, and attitude. There were 25 statements in the questionnaire. The statement in each section was responded by putting (X) that suited the students’ opinion: strongly agree, agree, undecided, disagree, and strongly disagree.

Table III. 2
Blue Print of Questionnaire

| No | Indicators | Items |
|----|---|------------|
| 1. | Effort. Students attempt to learn English hard by: | |
| | Practice English almost everyday | 3, 20 |
| | Asking to the teacher/ friends when getting difficulties | 12,6, |
| | Doing English assignment | 15,18,24 |
| 2. | Desire | |
| | Students have strong desire to be able to speak English | 5,10,16 |
| | English is very important for students’ carrier in the future | 8,9,13 |
| | Students exercise English | 17,22,25 |
| 3. | Attitude | |
| | Students like to speak English | 2,1,23 |
| | Students consider English as an interesting lesson | 4,7,14, 19 |
| | Speaking English is important program in the school | 11,21 |

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2. Test

According to Cohen et Al (2007, p. 421), “test is subject to items analysis”. Pertaining to definition above, (Brown, 2003, p. 3) said “a test is a method of measuring a person’s ability, knowledge, or performance in a given domain”. The point that had been examined can measure and evaluate the indicator of test that has been formulated in operational concept of speaking ability or variable Y.

The test was speaking test. The researcher conducted the test by performing monolog narrative story to the students based on what material stated on syllabus at second year of Islamic Senior High School Darul Hikmah Pekanbaru. In order to get the data, the researcher administrated the way of collecting the data as follows:

- a) The teacher provided 7 different texts about narrative story.
- b) The teacher gives texts about narrative story to the students randomly.
- c) The teacher asked the students to read the text and understanding it well. The students were given about 15 minutes to read and understand the texts.
- d) The students were asked to retell the story given by the teacher in front of class randomly. While the students were speaking, the teacher recorded the students performing. the students got about maximum 5 minute to retell the story.

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F. Validity and Reliability

1. Validity

Creswell, (2008, p. 169) stated that “validity is the individual’s scores from an instrument make sense, meaningful, enable the researcher to draw good conclusions from the sample they are studying to the population”. It means that validity makes a score is appropriate and meaningful. An instrument is valid if it is able to measure what must be

Attitude Motivation Test Battery /AMTB by Gardener (1985) was adopted to measure students’ intrinsic motivation. The questionnaire commonly used by many researchers to measure motivation whether for Second Language or Foreign Language students in different countries (Instianti, 2013; Sandoval, 2011; Tahaineh & Daana, 2013; Zafarghandi & jodai, 2012; Kelly, 2015; Hashwani, 2008.)

To find out the validity of questionnaire, the researcher calculated it by using SPSS 22 version. The standard value of validity is $r_{item} > r_{table}$. Based on the try out result, it was determined that all of the items were valid. The result of try out is:

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Table III.3
Validity of Questionnaire

| Item | r item | r Table | Result |
|---------|--------|---------|--------|
| Item 1 | 0.6 | 0.361 | Valid |
| Item 2 | 0.7 | 0.361 | Valid |
| Item 3 | 0.6 | 0.361 | Valid |
| Item 4 | 0.7 | 0.361 | Valid |
| Item 5 | 0.6 | 0.361 | Valid |
| Item 6 | 0.6 | 0.361 | Valid |
| Item 7 | 0.6 | 0.361 | Valid |
| Item 8 | 0.6 | 0.361 | Valid |
| Item 9 | 0.6 | 0.361 | Valid |
| Item 10 | 0.6 | 0.361 | Valid |
| Item 11 | 0.6 | 0.361 | Valid |
| Item 12 | 0.7 | 0.361 | Valid |
| Item 13 | 0.4 | 0.361 | Valid |
| Item 14 | 0.5 | 0.361 | Valid |
| Item 15 | 0.5 | 0.361 | Valid |
| Item 16 | 0.4 | 0.361 | Valid |
| Item 17 | 0.7 | 0.361 | Valid |
| Item 18 | 0.7 | 0.361 | Valid |
| Item 19 | 0.8 | 0.361 | Valid |
| Item 20 | 0.7 | 0.361 | Valid |
| Item 21 | 0.6 | 0.361 | Valid |
| Item 22 | 0.7 | 0.361 | Valid |
| Item 23 | 0.5 | 0.361 | Valid |
| Item 24 | 0.6 | 0.361 | Valid |
| Item 25 | 0.4 | 0.361 | Valid |

Besides, the test can be valid if it measures accurately whether the test is appropriate, meaningful, and useful Hughes (2003). In this research, the researcher used content validity to measure the validity of speaking ability test. According to Brown (2003), content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domain of content it is supposed to represent. Thus, the test was given based on material that had studied by the students. The material

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of the test was taken from the syllabus of second year of Islamic Senior High School Darul Hikmah Pekanbaru.

2. Reliability

Brown (2003) stated that a test would be reliable if it is given on two different occasions, the test will yield similar result. It means that the instrument that used should be consistent and dependable.

To find out the reliability of this research, the researcher used SPSS 22 version. Besides, to know which the reliability level of this research, the researcher used the table of reliability level from Cohen et al. (2007) as below:

Table III. 4
Level of Reliability

| No | Reliability | Level of Reliability |
|----|-------------|----------------------|
| 1 | >0.90 | Very High |
| 2 | 0.80-0.90 | High |
| 3 | 0.70-0.79 | Reliable |
| 4 | 0.60-0.69 | Marginally/Minimally |
| 5 | <0.60 | Unacceptably Low |

(Cohen, Manion, & Morrison, 2007:506)

The result of reliability questionnaire is as follow:

Table III. 5
Cronbach's Alpha Table

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .860 | 25 |

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From the table III.4 and III.5, it can be seen that the value of Cronbach's alpha is 0.860 placed between 0.80-0.90 means that the reliability of the questionnaire is categorized into high level.

G. Technique of Analyzing the Data

In order to find out whether there is or no a significant correlation between students' intrinsic motivation and their speaking ability, the data were analyzed by using statistical formula. The researcher used the score of questionnaire of variable X and test score of variable Y. In analyzing the data, the researcher used *Pearson product-moment correlation coefficient* (r) the form of indication Sudijono (2006) as follows:

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(\sum X^2 - \frac{\sum X^2}{n}\right)\left(\sum Y^2 - \frac{\sum Y^2}{n}\right)}}$$

Meanwhile, in order to analyze the data, the researcher used SPSS 22.0 versions. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = $N - nr$; (N = number of sample, nr = number of variable)

Statistically the hypotheses are:

$$H_a : r_o > r_{table}$$

$$H_o : r_o \leq r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between the students' intrinsic motivation and their speaking ability.

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H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between the students' intrinsic motivation and their speaking ability.

Kadir (2016) said that when researchers want to do an inferential statistic, they should do the normality test for the data. In order to know whether the data were normally distributed, the researcher did the test by using SPSS 22.0 versions. The result can be seen as follows:

1. The Normality Test

The normality test is used to know the distribution of data was normal or not. In line with the idea above, Weiss (2012) stated that correlation test for normality is to perform a hypothesis test to decide whether a variable is not normally distributed. Then, the researcher used SPSS 22.0 to find out the result of normality test. The following table shows the normality test for variable X "students' intrinsic motivation" and variable Y "students speaking ability."

Table III.6
Normality of the Test

| | Category | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--|----------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| score | intrinsic motivation | .093 | 30 | .200* | .970 | 30 | .545 |
| | speaking ability | .159 | 30 | .051 | .964 | 30 | .399 |
| *. This is a lower bound of the true significance. | | | | | | | |
| a. Lilliefors Significance Correction | | | | | | | |

If the significance level sig. value > 0.05 , the data distribution is normal. Sig. $0.51 > 0.50$ means that the data is normal.